

**EMOTIONAL INTELLIGENCE AS PREDICTOR OF ACADEMIC ACHIEVEMENT  
AMONG SENIOR SECONDARY SCHOOL STUDENTS OF UGHELLI NORTH  
LOCAL GOVERNMENT AREA**

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**Abstract**

The study investigated emotional intelligence as predictor of academic achievement among senior secondary school students in Ughelli North local Government Area of Delta State. Two research questions were raised and two hypotheses tested at 0.05 level of significance. Samples of 339 students were selected through stratified purposive random sampling techniques. The instrument for data collection was made up of Emotional and Social competence inventory (ESCI) by Haygroup (2011), and a self constructed test for measuring academic achievement of students in mathematics and English studies. Multiple regressions in association with ANOVA was used to analyze the data collected. The result showed that there was a significant prediction of emotional intelligence and academic achievement of students. Students' self-awareness, self management, social awareness and relationship management predicted their academic achievement based on the data analysis carried out. Therefore, there is a need for the stakeholders of educational planning to include emotional intelligence into the school curriculum and also teachers should be given orientation on how to deal with students emotions to achieve a better academic goal.

**Keywords:** Self-awareness, self-management, social awareness and relationship management, gender and academic achievement.

**Introduction**

Education has been widely adjudged to have corrective and progressive roles to play in the growth and development of a country and its citizen. The transformational ability of education in the life of those who are committed to it cannot be overemphasized. Education in its entirety is saddled with the responsibility and onus to transmit what is

acceptable and usable for onward progress and development of those committed to it. The federal republic of Nigeria (2004) asserts that education is an instrument "per excellence" for effective national development. It therefore appears that every effort in education is geared towards the achievement of goals and objectives which ascertain excellence. There is no gain saying when it is said that every

activity in the educational sector is targeted and directed to effectiveness and efficiency of the input, process and output. The aims of education is therefore to attain academic achievement which is a replica of outcome performance which indicates the level to which an individual has finished a target goal as the standard set up by the school. Academic evaluation scores awarded by tutors are either low or high and it is an indication that academic achievement is likely to be good or bad. Academic achievement according to Wikipedia encyclopedia (2018) is the outcome of education, the extent to which students, teachers and institutions achieved their educational goals, which is measured by examination and continuous assessment. Emotions are a complex representation of the reaction of persons to subject as it is the psychological and mental state of persons as it is articulated in the form of sensation, behavior and ideas. Emotions are likely to change with mind-set, mood and temperament as it relate with the self/individual. Emotional Intelligence as an idea could not have gained momentum without the works of Peter Salovey and John Mayer. They characterized Emotional Intelligence as a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to

guide one's thinking and others (Mayer & Salovey, 1997). An emotionally intuitive individual is talented in the areas such as: discerning, conception, utilizing and managing feelings (Salovey & Mayer, 1990). One can use the information about what you are feeling to help you make effective decisions about what to say or do. As a result, the researchers see emotional intelligence as the effective awareness, control and management of one's own emotions, and that of other people. Emotional intelligence is not about being soft rather it is another way of being smart; having the skill to use your emotions to help you make choices in the moment and have more effective control over yourself and your impression of others. Hence the developmental studies of children's early life at home should be able to show that their emotional education tends to happen indirectly through observation, modeling, reinforcing and casual conversation. The effectiveness of Emotional Intelligence interventions need to be viewed against the backdrop of these implicit forms of learning.

Ciarrochi and Blackledge (2006) present emotional intelligence as an intelligence having to do with discerning and understanding emotional information. Emotions communicate basic feelings from one individual to another; they signal

urgent messages. Children's emotional learning takes place by watching how other people deal with their emotions, at some time individuals become uncertain of how to respond emotionally to new person or event. Goleman, Boyatzis & Rhee (2000), posits that emotional intelligence consists of four components, Self-awareness, self-management, social awareness and relationship management which are of greater consequences than Intelligent Quotient in predicting achievement.

Thus, to be affirmed as being intelligent there must be at least a complement of some level of competencies of emotional intelligence which implies that the individual ought to be able to coexist well with others by taking advantage of a composition of functional skills, like situational mindfulness, nearness, validness, clearness, team work and compassion to excel in their academic goals. Being emotionally Intelligent is an exceptionally critical part of a student's life keeping in mind the end goal to perform better academically in a learning condition; while building up their own objectives in team work and to keep up a positive association with others. The capacity to perceive, comprehend, utilize and oversee instincts add to adjustment in different domains of life; Salovey,

&Mayer (1990) expressed that a person who is instinctively smart will respond appropriately knowing the sort of society/condition he/she lives and respond to needs by understanding the idea or the desire of the general population around.

In the school setting emotional intelligence is becoming very essential because of its inherent advantages in the teaching and learning process. Emotionally intelligent students are skilled in interpersonal communication, self-management, goal achievement, and demonstrate personal responsibility in completing assignments and working effectively (Nelson & Low, in Nwankwoala 2007), to achieve their academic goals.

### **Statement of the Problem**

The society has placed a large demand and goal on the students on how they are expected to behave and do things. However, the life experiences of adolescents during the last century have shown that so much change has taken place in the economy and society. Pressures are now placed on the families and the community which is not capable and strong enough to implement discipline that could nurture the social, emotional and developmental processes of the adolescent thereby encouraging anti-social behaviour such as cultism, robbery, bully,

gangster and a lot more. Getting good grades alone can no longer be the basics of an intelligent student rather; a complete student should be knowledgeable, responsible, socially skilled, healthy, caring, and a contributing citizen to the society they belong. Researchers have come to the acknowledgment that students who fail to imbibe the competencies of emotional intelligence (self-awareness, selfmanagement, social awareness and relationship management) are low in their academic achievement as it is not part of the school curriculum

### **Aim and Objectives of the Study**

The aim of the study was to determine the extent to which Emotional Intelligence predict academic achievement of Senior Secondary School (SS 2) students in Ughelli North Local Government Area of Delta State. In specific terms, the objectives are to:

1. Determine the extent to which self-awareness, self-management, social awareness and relationship management jointly predict students' academic achievement.
2. Find out the relative contributions of self-awareness, self-management, social awareness and relationship management in the

prediction of academic achievement.

### **Research Questions**

The study was guided by the following research questions.

1. To what extent do self-awareness, self-management, social awareness and relationship management jointly predict academic achievement of students in Ughelli North Local Government Area of Delta State?
2. What are the relative contributions of self-awareness, self-management, social awareness and relationship management in the prediction of academic achievement of students in Ughelli North Local Government Area of Delta State?

### **Hypotheses**

The study was guided by the following hypotheses tested at 0.05 level of significance

1. Self-awareness, self-management, social awareness and relationship management do not have a significant joint prediction on academic achievement of students in Ughelli North Local Government Area of Delta State.
2. There are no significant relative contributions of self-awareness, self

3. management, social awareness and relationship management in the prediction of students' academic achievement in Ughelli North Local Government Area of Delta State.

**Methodology**

Correlational design was used for the study as it sought to know the correlation between self-awareness, self management, social awareness, relationship management and academic achievement of students. The population is all the 333 298 senior secondary school students in Ughelli North Local government area of Delta State. The

sample of 339 students was drawn from the population through purposive stratified random sampling technique. The instrument for data collection was made up of Emotional and Social competence inventory (ESCI) by Haygroup (2011) and researchers self constructed test for measuring academic achievement of students in mathematics and English studies. Multiple regressions associated with t-test were used to answer question 1 and its hypothesis while question 2 was answered and analyzed with simple regression associated with ANOVA.

**Result and Discussion**

**Research Question One**

To what extent do self-awareness, self-management, social awareness and relationship management jointly predict academic achievement of students in Ughelli North Local Government Area?

**Hypothesis One**

Self-awareness, self-management, social awareness and relationship do not have a significant joint prediction on academic achievement of students in Ughelli North Local Government Area.

**Table 1:** ANOVA associated with multiple regression analysis on joint prediction on self-awareness, self management, social awareness and relationship management and students academic achievement.

<b>Model</b>	<b>R</b>	<b>r<sup>2</sup></b>	<b>adjr<sup>2</sup></b>	<b>df</b>	<b>F</b>	<b>sig</b>
<b>1</b>	<b>0.771</b>	<b>0.594</b>	<b>0.589</b>		<b>122.022</b>	<b>0.000</b>
<b>Regression</b>				<b>4</b>		
<b>Residual</b>				<b>334</b>		

**Dependent: SAAT**

From the data analysis done in table 1, it can be observed that an R-value of 0.771

was obtained with a corresponding R-square value of 0.594 and an adjusted R-

value of 0.589 which implies that the joint contribution of the self-awareness, self management, social awareness and relationship management predicted about 58.9% of the academic achievement of senior secondary school students of Ughelli North Local Government Area.

This result suggest that the contribution of self-awareness, self management, social awareness and relationship management had a significant joint prediction on the

academic achievement of senior secondary school students in Ughelli North Local Government Area.

Furthermore, the testing of the hypotheses using ANOVA associated with multiple regression revealed that an F-value of 122.022 was obtained at 4 and 334 degrees of freedom with an associated p-value of 0.000, which was less than 0.05 the chosen alpha level.

### **Research Question Two**

What are the relative contributions of self-awareness, self-management, social awareness and relationship management in the prediction of academic achievement of students in Ughelli North Local Government Area?

### **Hypothesis Two**

There are no significant relative contributions of self-awareness, self management, social awareness and relationship management in the prediction of students' academic achievement in Ughelli North Local Government Area.

**Table 2:** Simple regression associated with t-test analysis on the relative contributions of self-awareness, self management, social awareness and relationship management and students academic achievements.

Model	Unstandardized		standardized		
	Coefficient		coefficient		
	B	std error	Beta	t	sig
1 (constant)	-94.933	7.784		12.196	
Selfawareness	1.510	.179	.311	8.455	.000
Selfmanagement	1.021	.139	.272	7.333	.000
Socialawareness	1.081	.323	.222	3.352	.000
Relationship Management	1.394	.320	.289	4.358	.000

Dependent variable: SAAT

Based on the analysis shown in table 2 above it can be observed that self-awareness had a beta value of 0.311, self management has a value of 0.272 while social awareness had a value of 0.222. Finally, it was also shown that relationship management yielded a beta-value of 0.289. Furthermore the table showed that self-awareness and self-management had t-values 8.455 and 7.333 respectively with corresponding p-values of 0.000 each. Also the result revealed that social awareness and relationship management had t-values of 3.352 and 4.358 with associated p-values of 0.001 and 0.000 respectively which are less than the 0.05 chosen alpha levels.

### **Discussion**

The result revealed that the extent of the prediction of emotional intelligence components of self-awareness, self management, social awareness and relationship management and academic achievement was jointly high. Based on the data collected and analyzed it can be agreed that emotional intelligence contributes a lot to students' academic achievement. The result agrees with the works of Akram, Masome, & Davood, (2016) and, Schutte & Malouff, (2002) whose findings supported the fact that emotional intelligence is a predictor of academic achievement among senior

secondary school students. The result of research questions 2 revealed that self-awareness has the highest independent predictive power on academic achievement followed by relationship management, self-management and social awareness. This result shows that the students have to be aware of their own ability in order to perform well academically and also relate well with their peers and teachers as the relation to peers and teachers gives the students an access to discuss difficult topics whenever they encounter difficulty in solving mathematical and English studies. The result is in correspondence with the findings of Maizatul, Hassan and Abd-Halil, (2012)) revealed that there was a positive correlation between self awareness, self management, social awareness and relationship management among intermediate school students and their academic achievement were significantly correlated as reported in their study that there was a high relation between self-awareness, self management, social awareness and relationship management when studied independently with academic achievement of students were significantly correlated.

### **Conclusion**

The study examined emotional intelligence as a predictor of academic achievement



among senior secondary schools 11 students. It was revealed that Emotional Intelligence (self-awareness, self management, social awareness and

relationship management) predicted the academic achievement of the students jointly and relatively.

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